

### OVERVIEW

MERCER

W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is very high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	97	98	86%
College and Career Readiness	68	78	100%
Student Growth	70	84	100%

### Improvement Status

N/A

### Rationale

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

### Academic Achievement

This school outperforms **98%** of schools statewide as noted by its statewide percentile and **97%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **86%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

### College and Career Readiness

This school outperforms **78%** of schools statewide as noted by its statewide percentile and **68%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### Student Growth

This school outperforms **84%** of schools statewide as noted by its statewide percentile and **70%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

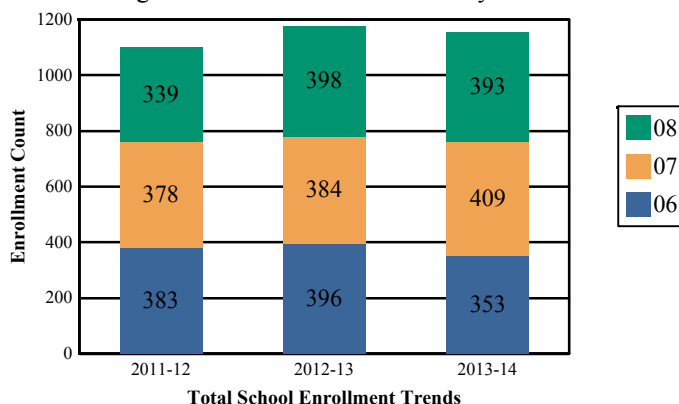
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#### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

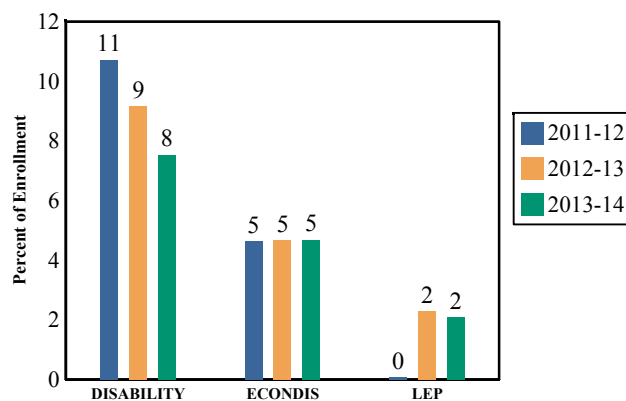


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	1,100
2012-13	1,178
2013-14	1,155

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	87	8%
Economically Disadvantaged Students	54	4.7%
Limited English Proficient Students	24	2.1%

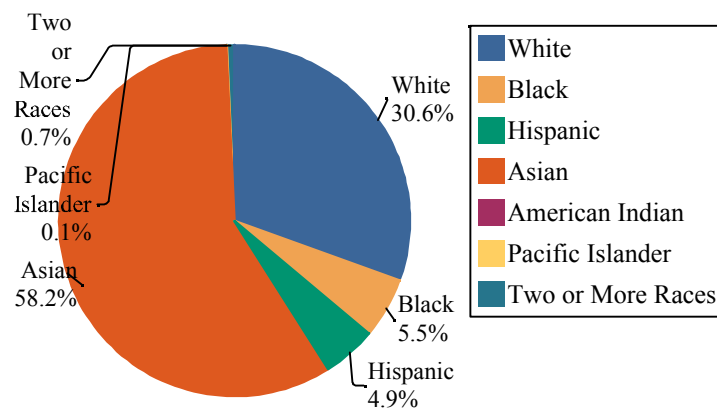
#### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	51.1%
Chinese	11.0%
Hindi	8.3%
Telugu	4.0%
Tamil	3.7%
Spanish	3.4%
Other	18.5%

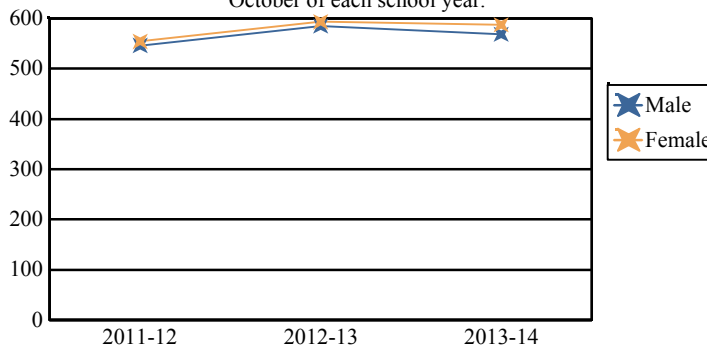
#### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



#### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	546	554
2012-13	585	593
2013-14	568	587

### ACADEMIC ACHIEVEMENT

THOMAS R GROVER MIDDLE SCHOOL

MERCER

10 SOUTHFIELD ROAD

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WEST WINDSOR, NJ 08550

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	93%	97	99	86%
NJASK Math Proficiency and above	93%	97	96	86%
<b>SUMMARY - Academic Achievement</b>		97	98	86%

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

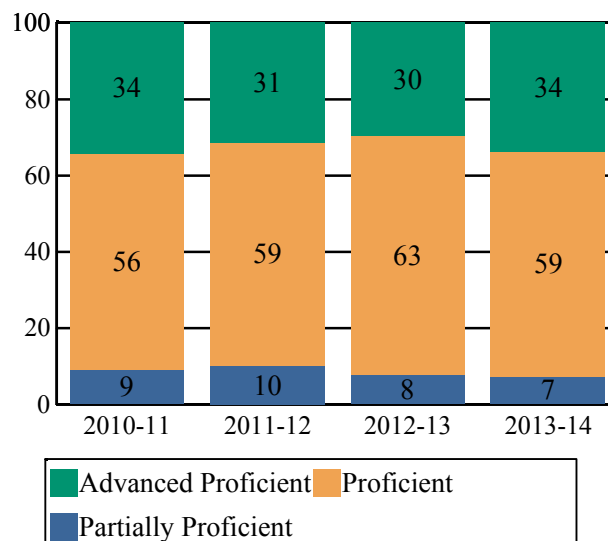
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	1094	92.6	90	YES
White	340	92.7	90	YES
Black	57	78.9	79.9	YES*
Hispanic	51	74.5	87.9	NO
American Indian	-	-		--
Asian	628	95.8	90	YES
Two or More Races	-	-		--
Students with Disability	92	67.4	72.2	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	57	75.4	68	YES

YES\* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

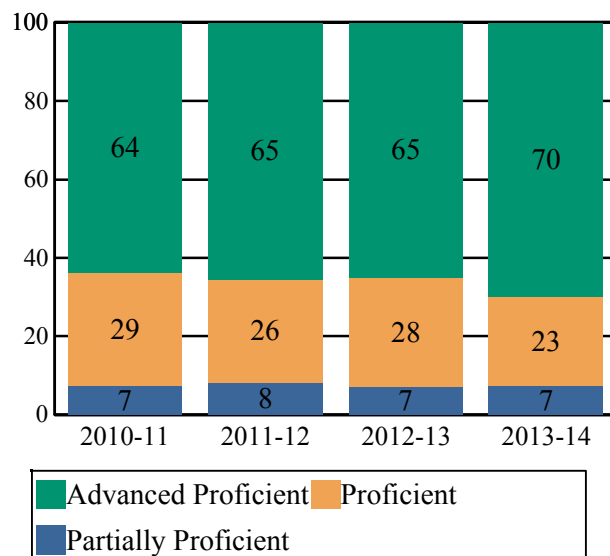
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	1097	92.6	90	YES
White	341	90.6	90	YES
Black	57	71.9	78.4	YES*
Hispanic	51	80.4	80.7	YES*
American Indian	-	-		--
Asian	630	97.3	90	YES
Two or More Races	-	-		--
Students with Disability	92	58.7	72.7	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	57	78.9	68	YES

YES\* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	67%	8%
White	20%	73%	7%
Black	8%	69%	23%
Hispanic	-	-	-
American Indian	-	-	-
Asian	30%	66%	4%
Two or More Races	-	-	-
Students with Disability	8%	54%	38%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	14%	57%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 07

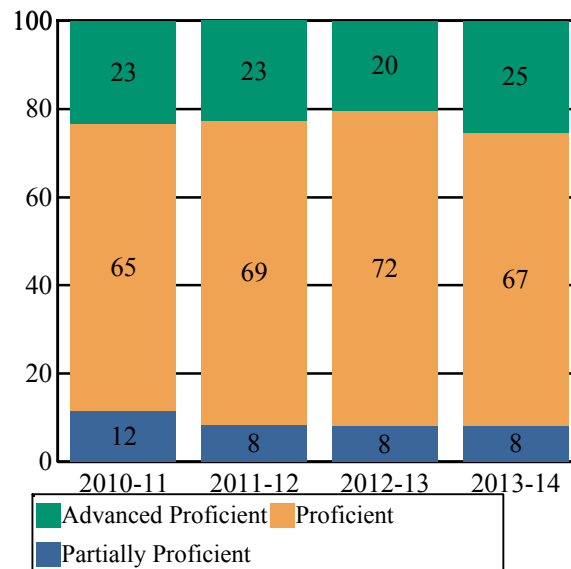
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	40%	51%	9%
White	28%	61%	11%
Black	14%	62%	24%
Hispanic	21%	68%	11%
American Indian	-	-	-
Asian	51%	43%	6%
Two or More Races	-	-	-
Students with Disability	14%	57%	29%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	55%	27%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

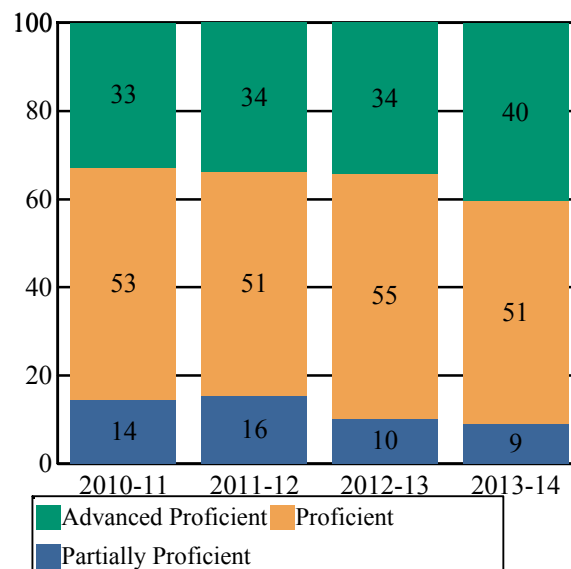
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

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#### NJASK Results - Language Arts Literacy Grade Level - 08

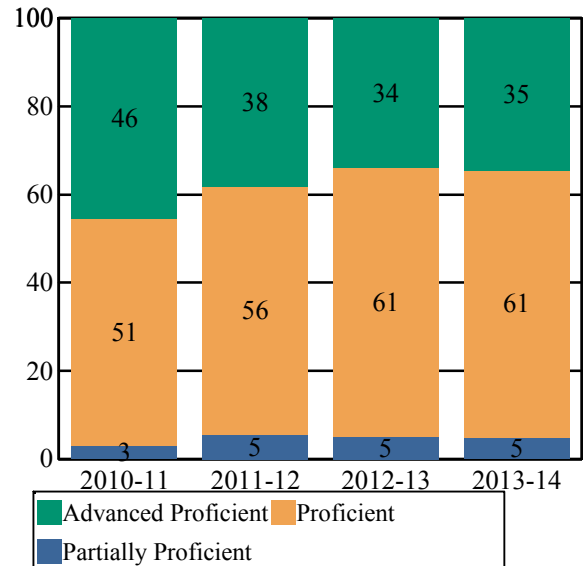
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	61%	5%
White	29%	67%	4%
Black	17%	65%	17%
Hispanic	23%	59%	18%
American Indian	-	-	-
Asian	42%	56%	2%
Two or More Races	-	-	-
Students with Disability	0%	68%	32%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	19%	62%	19%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

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Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	77%	19%	5%
White	72%	21%	7%
Black	15%	69%	15%
Hispanic	-	-	-
American Indian	-	-	-
Asian	86%	13%	1%
Two or More Races	-	-	-
Students with Disability	31%	38%	31%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	43%	43%	14%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 07

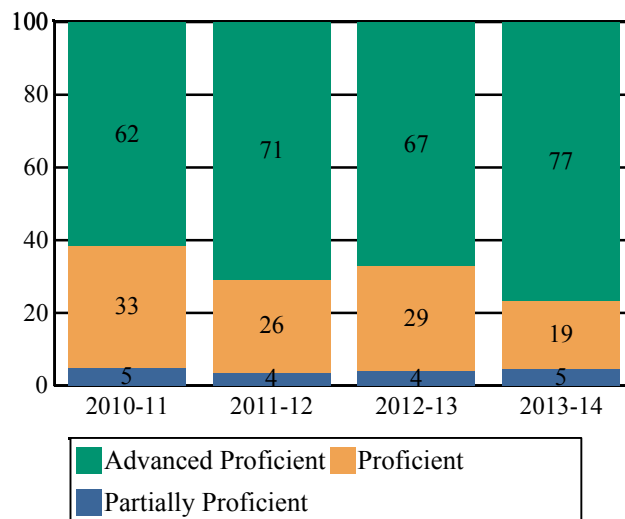
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	64%	28%	8%
White	44%	45%	10%
Black	33%	33%	33%
Hispanic	37%	47%	16%
American Indian	-	-	-
Asian	79%	17%	3%
Two or More Races	-	-	-
Students with Disability	14%	49%	37%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	23%	59%	18%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

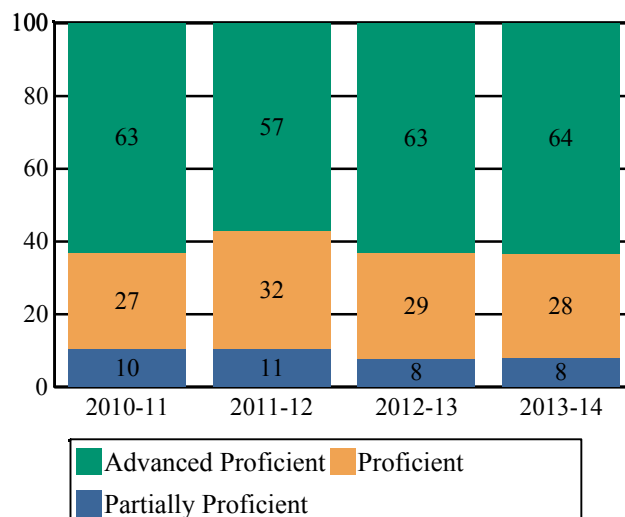
#### NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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#### NJASK Results - MATH Grade Level - 08

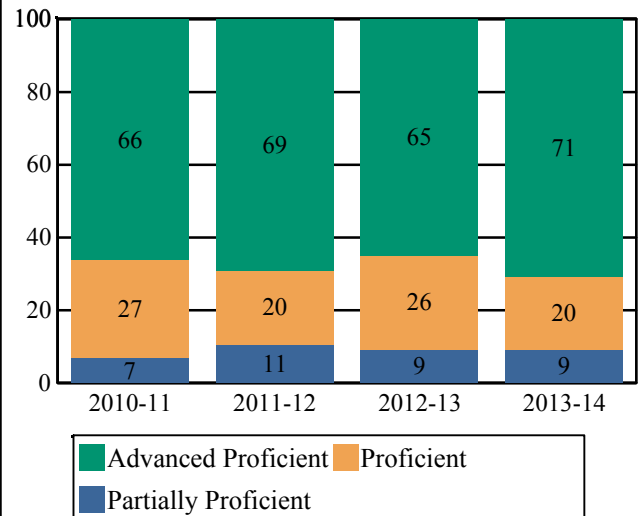
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	71%	20%	9%
White	62%	27%	10%
Black	26%	43%	30%
Hispanic	50%	27%	23%
American Indian	-	-	-
Asian	85%	12%	3%
Two or More Races	-	-	-
Students with Disability	16%	29%	55%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	38%	33%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



### ACADEMIC ACHIEVEMENT

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#### NJASK Results - Science Grade Level - 08

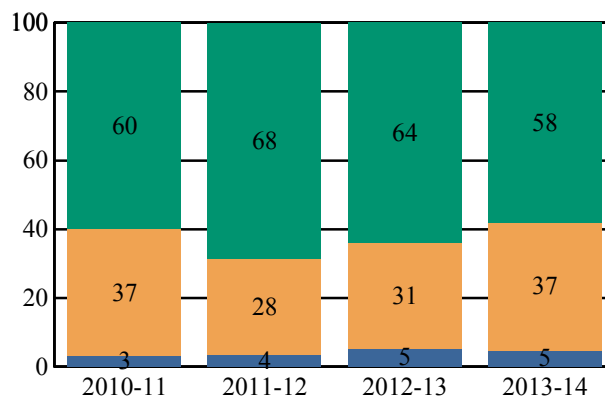
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	37%	5%
White	50%	47%	3%
Black	17%	61%	22%
Hispanic	55%	32%	14%
American Indian	-	-	-
Asian	69%	29%	2%
Two or More Races	-	-	-
Students with Disability	10%	65%	26%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	33%	57%	10%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

### COLLEGE AND CAREER READINESS

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THOMAS R GROVER MIDDLE SCHOOL

10 SOUTHFIELD ROAD

WEST WINDSOR, NJ 08550

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	79%	78	85	20%	YES
Chronic Absenteeism (%)	5%	58	71	6%	YES
Summary		68	78		100%

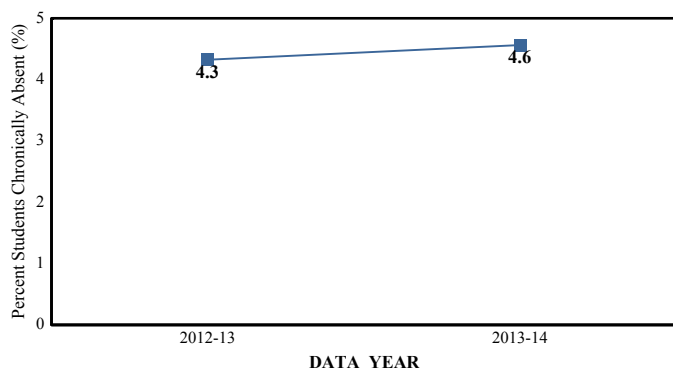
### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	79%
Algebra grade (C or better)	94%

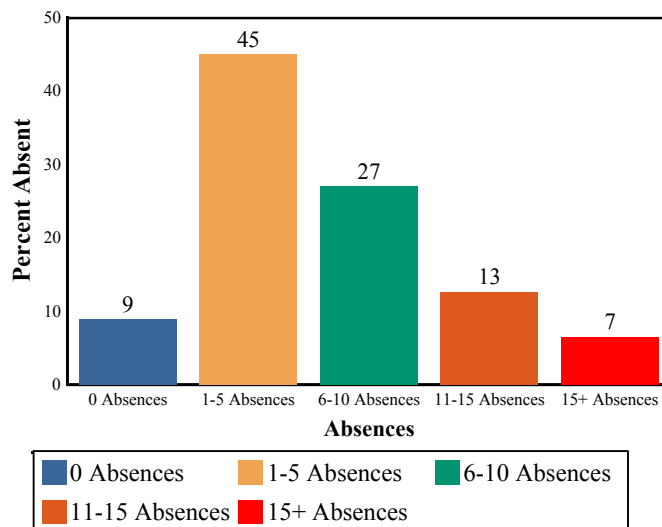
### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	53	39	70	35	YES
Student Growth on Math	69	100	98	35	YES
		70	84		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	4%	2%	0%
Proficient	21%	20%	17%
Advanced Proficient	6%	10%	18%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	4%	2%	1%
Proficient	9%	7%	7%
Advanced Proficient	10%	15%	45%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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THOMAS R GROVER MIDDLE SCHOOL

10 SOUTHFIELD ROAD

WEST WINDSOR, NJ 08550

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 06

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	283	300
75th	250	230
50th	235	211
25th	221	192
0th	154	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	38

#### Grade Level - 07

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	262	234
50th	240	211
25th	220	188
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	46

#### Grade Level - 06

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	300	259
50th	270	228
25th	250	201
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	58

#### Grade Level - 07

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	295	250
50th	262	214
25th	228	184
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	67	66

### WITHIN SCHOOL ACHIEVEMENT GAP

MERCER

W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

#### Grade Level - 08

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	287	300
75th	253	238
50th	239	221
25th	225	204
0th	164	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	34

#### Grade Level - 08

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	300	259
50th	276	227
25th	238	192
0th	142	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	67

### SCHOOL CLIMATE

MERCER

W WINDSOR-PLAINSBORO REG

GRADE SPAN 06-08

#### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	7 Hrs. 6 Mins.

#### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	1.4%

#### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

#### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

#### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	12
Administrators	385



**SCHOOL PEER GROUP****THOMAS R GROVER MIDDLE SCHOOL****21-5715-035**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	MARGATE CITY	EUGENE A. TIGHE MIDDLE SCHOOL	01-3020-010	05-08	8.3%	0.0%	15.7%
BERGEN	CLOSTER BORO	TENAKILL MIDDLE SCHOOL	03-0930-060	05-08	0.0%	4.7%	11.7%
BERGEN	CRESSKILL BORO	CRESSKILL MIDDLE SCHOOL	03-0990-045	06-08	2.2%	3.2%	11.7%
BERGEN	DUMONT BORO	SELZER ELEMENTARY MIDDLE SCHOOL	03-1130-080	PK-08	8.0%	0.8%	15.9%
BERGEN	PARAMUS BORO	EAST BROOK MIDDLE SCHOOL	03-3930-065	05-08	6.4%	3.0%	19.1%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	3.6%	2.0%	10.6%
BERGEN	TENAFLY BORO	TENAFLY MIDDLE SCHOOL	03-5160-095	06-08	3.2%	5.6%	17.0%
BURLINGTON	MEDFORD TWP	MEDFORD MEMORIAL MIDDLE SCHOOL	05-3080-055	07-08	8.1%	0.0%	12.9%
HUNTERDON	DELAWARE TWP	DELAWARE TOWNSHIP SCHOOL	19-1040-040	PK-08	8.3%	0.7%	18.0%
HUNTERDON	KINGWOOD TWP	KINGWOOD TOWNSHIP SCHOOL	19-2450-050	PK-08	7.6%	0.0%	15.5%
MERCER	PRINCETON REGIONAL	JOHN WITHERSPOON MIDDLE SCHOOL	21-4255-085	06-08	9.5%	2.5%	12.2%
MERCER	W WINDSOR-PLAINS BORO REG	THOMAS R GROVER MIDDLE SCHOOL	21-5715-035	06-08	4.7%	2.1%	7.5%
MIDDLESEX	METUCHEN BORO	EDGAR MIDDLE SCHOOL	23-3120-070	05-08	9.4%	0.3%	12.8%
MIDDLESEX	MILLTOWN BORO	JOYCE KILMER SCHOOL	23-3220-050	05-08	9.2%	0.4%	8.9%
MONMOUTH	AVON BORO	AVON ELEMENTARY SCHOOL	25-0180-010	KG-08	8.3%	1.9%	9.0%
MONMOUTH	COLTS NECK TWP	CEDAR DRIVE MIDDLE SCHOOL	25-0945-030	06-08	5.3%	2.3%	17.7%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	9.5%	0.0%	15.7%
MONMOUTH	SPRING LAKE HEIGHTS BORO	SPRING LAKE HEIGHTS ELEMENTARY SCHOOL	25-4990-050	PK-08	9.4%	0.0%	9.6%
MORRIS	MADISON BORO	MADISON JUNIOR SCHOOL	27-2870-100	06-08	6.8%	1.1%	13.1%
MORRIS	RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	27-4330-075	06-08	7.7%	1.1%	18.6%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL	27-4560-055	07-08	9.0%	0.5%	15.6%
PASSAIC	WAYNE TWP	ANTHONY WAYNE MIDDLE SCHOOL	31-5570-065	06-08	9.8%	0.0%	13.6%
SOMERSET	BEDMINSTER TWP	BEDMINSTER TOWNSHIP PUBLIC SCHOOL	35-0240-020	PK-08	7.6%	3.4%	17.6%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL MIDDLE SCHOOL	35-0555-010	07-08	8.7%	0.5%	18.2%
SOMERSET	GREEN BROOK TWP	GREEN BROOK MIDDLE SCHOOL	35-1810-030	05-08	5.6%	1.3%	13.0%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL	35-2170-035	07-08	8.6%	0.4%	16.0%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDSVILLE MIDDLE SCHOOL	35-4815-040	05-08	8.8%	0.3%	16.5%
UNION	CLARK TWP	CARL H. KUMPF SCHOOL	39-0850-035	06-08	6.1%	1.2%	13.4%
UNION	SCOTCH PLAINS-FANWOOD REG	PARK MIDDLE SCHOOL	39-4670-060	05-08	8.2%	1.1%	14.4%
WARREN	ALLAMUCHY TWP	ALLAMUCHY TOWNSHIP SCHOOL	41-0030-010	02-08	9.4%	0.3%	18.1%
WARREN	HARMONY TWP	HARMONY TOWNSHIP SCHOOL DISTRICT	41-2040-030	PK-08	9.5%	0.0%	13.8%